**The Report of the
Accreditation Visiting Team**

Roy High School
2150 West 4800 South
Roy, Utah 84067

March 8-9, 2006

**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

THE REPORT OF THE
VISITING TEAM REVIEWING

Roy High School
2150 West 4800 South
Roy, Utah 84067

March 8-9, 2006

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Myron Cottam, Associate Superintendent

Brett Moulding, Director
Curriculum and Instruction

Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction

Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 8-9, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Roy High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Lee Dickemore is also commended.

The staff and administration are congratulated for their desire for excellence at Roy High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Roy High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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250 East 500 South
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Noel Zabriskie..Director, Human Resources

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ROY HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Z. Lee Dickemore .... Principal
Cheryl Allred .... Assistant Principal
Gina Butters .... Assistant Principal
Doug Yonemura.. Assistant Principal

Counseling

Calene Lucero .... Counselor
Ellen McDougal .... Counselor
Betty Pace .... Counselor
Rayito Putnam... Counselor

Support Staff

Janet Baird	Janet Maass	Henrietta Skogerboe
Nora Bingham	Connie Malan	Teri Stanger
LaVaun Christensen	Carol Miller	Steve Truscott
RaeAnn Christensen	Connie Odenwalder	Jeff Wayment
Tam Cypers	Carrie Pilot	Leslie Westerman
Amanda Donaldson	McKenna Reyhani	
Richard Hall	Jodie Schofield	

Custodial Staff

Reed W. Arnold	Neil Carter	David T. Thomas
Guy Berrett	Aaron H. Child	

Child Nutrition

Kristine M. Bloxham	Kristie A. DellaLucia	Vickie L. Phoenix
Jeanette W. Boswell	Sandy K. DeNaughel	Carol A. Warner
Jaime M. Cain	Sylvia T. Fisher	

Faculty

Gary Adams	Jane S. Grose	Tammy B. Moon
Troy D. Anderson	Bart L. Hadley	Aaron Morris
Tiana K. Barkdull	Van Hadley	Liane G. Oyler
Megann G. Bench	Grant K. Hansen	Betty Pace
Brian K. Berrong	Holger Hansen	Andrea L. Parker
Rodney Bockwoldt	Jonathan G. Hartsgrove	Karla B. Porter
Jodi Boyce	Mike Hein	Laurence O. Price
Cheri L. Bryan	Kenny C. Hokanson	Keith J. Quigley
Wayne P. Calder	Roger Horne	Terri J. Radle
Brad C. Carson	Alan C. Jacobs	Rebecca Rogerson
Michael Carver	Ryan James	Terry Sheffield
Brenda K. Cook	Shauna Jeppson	Dale J. Slade
Roberta Dabling	Cindi B. Johnson	Melinda A. Stimpson
Anthony W. Dick	Stacy M. Johnson	Jamie A. Stireman
Nina D. Doxey	Sharen I. Kamp	Gary L. Strong
Dallas M. Draper	Michele Kersey	Ruth Ann Tarbet
Jana L. Dunn	Kamron D. Klitgaard	Candace A. Thurgood
Sheryl W. Eggett	Amanda F. Koford	Nadine R. Tracy
Paul C. Fawson	Ronald N. Koford	Julie J. Webb
Shauna Flinders	Raymond S. Lee	Randal W. Wheeler
Colby D. Foxley	Glenna L. Lewis	D. Marie Wilcox
CaLyn O. Garcia	Jeffrey A. Lowe	Joseph M. Windsor
Dennis K. Garcia	Teresa Maass	Laurel D. Zaugg
Eric L. Greenhalgh	Susan S. McLean	
Gaylene V. Greenwood	Corey Melaney	

ROY HIGH SCHOOL

MISSION STATEMENT

"Education is a **TEAM** effort"
>**T**raining minds to inquiry,
>**E**ncouraging hearts to serve,
>**A**cknowledging differences with acceptance, and
>**M**olding tomorrow's leaders.

BELIEF STATEMENTS

Individual:
- All students can learn.
- Student learning is the chief priority for the school.
- Students learn best when they are actively engaged in the learning process.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Each student will accept responsibility and accountability for his or her learning choices and his or her actions.

School:
- Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Competency-based curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- A safe and physically comfortable environment promotes student learning.
- Schools need to function as a learning organization and promote opportunities for all those who have a stake in the success of the school to work together as a community of learners.

Family:
- The family recognizes that education begins in the home and reinforces an attitude of confident, self-directed, lifelong learning.
- Students learn best when they have appropriate opportunities for success.
- The family serves as student advocates by supporting the educational process and exemplifying and reinforcing good character as an important part of education.

Community:
- The community improves the climate and balance of our school by being involved, supportive, and positive and by working cooperatively toward achieving educational goals.
- The community shares a partnership with education in preparing individuals with skills they will use throughout their lifetimes.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

MEMBERS OF THE VISITING TEAM

Doug Finch, Lehi High School, Alpine School District, Visiting Team
    Chairperson

Doelene Pitt, Tooele School District

Mary Ellen Kettle, Altamont High School, Duchesne School District

Rosanne Markham, Granite School District

Kate M. Bills, Judge Memorial Private Catholic High School

JoAnn Emery, St. Olaf Private Catholic School

VISITING TEAM REPORT

ROY HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Roy High School first opened its doors on August 30, 1965 to students from Weber High School, Bonneville High School, and Roy Junior High. The total enrollment of Roy High for the 2005-2006 year is 1,443, a three percent decrease from three years ago. At the same time, the Hispanic population has grown by four percent. The students of Roy High are residents of Roy City. The average median income is $53,763. English is the only language spoken in 92 percent of the households, followed by Spanish at 4.7 percent. Roy High School also has a small minority (1.5%) of students identified as Asian-Pacific Islander.

There is a strong tradition of providing opportunities for students to learn and apply knowledge and skills required for the world of work at Roy High. Over half the faculty members at Roy High have earned graduate degrees, and more than 85 percent are endorsed in their discipline area, with an average of 15 years of professional experience.

a)   *What significant findings were revealed by the school's analysis of its profile?*

Low income students perform lower in language arts than their non-low income peers. Sharp contrasts are evident in students' performance across racial-ethnic groups. Hispanic students consistently perform at a lower level in mathematics over a three-year period than African Americans, American Indians, Asian-Pacific Islanders, and whites. Students' scores rose five or more points in most areas from the 2002-03 school year to the 2003-04 school year. Roy High School experienced an increase of 18 percent in student participation in Career and Technical Education exams, from 2,167 in 2002-03 to 2,616 in 2003-04. At the same time, the total pass rate has increased from 21.7 percent to 38.4 percent.

b)   *What modifications to the school profile should the school consider for the future?*

The Visiting Team suggests that more stakeholders have access to and be involved in the collection and analysis of data for the school profile. Furthermore, the extensive efforts of the survey provided perception results that have perhaps been underutilized. Follow-up inquiry and work may be necessary to investigate further any unexpected results or indicators of negative school culture (substance abuse, class size and comfort, aggressive behavior, etc.).

Also, the Visiting Team recommends that the school continue to realize the benefits of data analysis by working to collect and analyze data based on the school improvement initiatives and action plans to monitor their effectiveness.

Suggested Areas for Further Inquiry:

- The effects of intervention and remediation effort on UBSCT performance

- How to narrow the achievement gap between Hispanic students and other ethnic groups

- Appropriate placements and testing accommodations for disabled students (see Math Scores of Disabled on AYP)

- Graduation and dropout rates according to ethnic, gender, or socioeconomic groups

CHAPTER 2: THE SELF-STUDY PROCESS

a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Roy High School engaged a majority of the staff members and elicited the input of students and parents during the self-study process. Where appropriate, the administration shared graphical and summative information from the school's profile with departments and focus groups during the analysis and development of improvement priorities. While most stakeholders expressed "buy-in" and awareness to the process, there was also an underlying theme of passive participation by those outside the steering committee and administration.

b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Many areas of strength and weakness have been identified by Roy High School's improvement efforts in preparation for the accreditation visit. This initial self-study will serve as a springboard for further development of an accurate school portrait as the school leadership further examines the outcomes of current and future instructional and school improvement efforts. There is a need to further investigate some findings from the school profile and better prioritize action plan initiatives.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Roy High School's desired results for student learning are as follows:

1.   Communication
- Students consistently express their ideas and answers through appropriate written communication.
- Students present, propose and persuade effectively and respectfully in oral presentations.
- Students effectively communicate through a variety of effective visual forms.
- Students listen and interact appropriately to communicate and participate both effectively and respectfully in a group.
- Students express their ideas, feelings and beliefs through a variety of modes of communication appropriate to he purpose, e.g., reading, writing, dancing, acting, singing, playing musical instruments.

2.   Responsible Citizenship
- Students demonstrate individual responsibility by attending class regularly and on time.
- Students are prepared for each class with assignments and materials.
- Students demonstrate respect for human dignity, needs and rights.
- Students use appropriate language, treat others with respect, and respect all school policies.
- Students understand and promote the democratic principles of freedom, justice, and equality as they collaborate and cooperate with others in behalf of the community.
- Students engage in activities that promote physical, spiritual, social, emotional and financial wellness.

3.   Lifelong Learning
- Students join together with a larger community to solve common problems and become independent and well rounded.
- Students demonstrate the ability to problem solve.
- Students think critically through a variety of assessment tools i.e., tests, group activities, questions, panels, portfolios, etc.
- Students are able to work together cooperatively and equally as they learn to respect other's contributions in solving problems and reaching desired outcomes.
- Students demonstrate foundation skills and meet essential subject area standards.
- Students apply technology to live, learn and work successfully in an increasingly complex and information-rich society.

Shared Vision, Beliefs, Mission, and Goals:

a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The Accreditation Committee, a group of seven teachers, facilitated a faculty meeting and conducted small group discussions on the existing mission statement to determine whether it gave purpose and direction to the school. Ideas for revision were generated for both the mission statement and school beliefs. The proposed revisions were then presented to the Community Council and the Steering Committee for feed back and input. Student leadership was also asked for feedback and input, as were other stakeholders. A general consensus was reached, and the motto "Education is a TEAM effort" was adopted.

b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements and mission statement of Roy High School are comprehensive and address key issues for individual students, the school community, families, and community partnerships. The mission statement focuses on student achievement and personal growth, and has also been articulated as a school motto, "Education is a TEAM effort," which helps promote ownership and direction for the entire school community.

The Visiting Team recommends that the school develop a comprehensive plan to integrate the mission statement, belief statements, and DRSLs into curriculum and instruction for the purpose of increasing student learning.

c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Roy High School's mission and belief statements fully align with the school's desired results for student learning. It is evident that much time and collaborative efforts went into the creation of each.

The Visiting Team recommends that Roy High School develop an implementation plan and an assessment system to determine the progress of students in achieving Communication, Responsible Citizen and Lifelong Learning skills.

Curriculum Development:

a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

There is evidence that teachers are knowledgeable of the Utah Core Curriculum, and are striving to implement and align with the standards and objectives of curriculum development. There has been a concerted effort to free teacher time so that departmental collaboration about instructional delivery and data could take place. With the Early Opportunity (EO) plan in place, teachers are now meeting weekly as departments. The focus of these meetings is on disaggregating student achievement data to enable decision making about instructional delivery, remediation, and re-teaching. School-wide student achievement data from the profile can help clarify students' learning needs and drive curriculum development decisions in the future.

There has been great effort to team with feeder schools to better understand curriculum articulation and how to meet the needs of students at Roy High School. This work should continue in order to provide for evaluating curricula and determining their rigor, relevance, and relationship to content and continuance to the next level of schooling.

b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

There has been a school-wide, collaborative effort to develop the DRSLs, which are posted in classrooms and hallways. Students are cognizant of the DRSLs, with some elaborating on why they are important and applicable to their future and life after school. Teachers are searching for ways to implement them into the curriculum in meaningful ways. Departments are meeting weekly to discuss lesson planning and restructuring of curricula to better facilitate the DRSLs' inclusion in instructional delivery. Assessment of the effectiveness of DRSL implementation has not yet to been defined. The administration and teaching staff appear to promote behavior development within the school and classrooms.

The Visiting Team is confident that support for professional development is aimed at school improvement. However, professional development needs to be focused on innovative, researched-based techniques specific to student learning needs and supportive of school action plans. Further work needs to be done on developing methods that reflect a variety of teaching practices, intervention strategies, assessment types, and learning activities that are designed to meet the needs and accommodate the diverse learning styles of students.

Quality Instructional Design:

a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team observed a wide variety of instructional strategies. It appeared that appropriate strategies are in place depending on the area of instruction. Hands-on activities, as well as small group work, discussion and inquiry strategies, self-discovery, and scaffolding were observed. It is also evident that the design and selection of instructional strategies and learning activities is aligned with curriculum goals, including the State Core Curriculum.

The Visiting Team commends the positive academic learning climate that is visible, along with effective classroom management and organizational strategies that are used to maximize students' academic engaged time. Many classrooms have adopted the "best practices" procedures to have activities begin immediately after the bell in order to encourage students to be on time and assist in that maximization.

b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

There is some evidence of integrated, cross-curricular projects. Writing instruction was present in classes other than the expected English/Language Arts classrooms. In addition, the Physics students show real-world connections between math and physics when they visit the basic Algebra classes.

The results of assessments of student learning are partially reviewed and implemented, and lead to adjustments or modifications of the instructional process to help students improve their learning. Further analysis of data is encouraged to continue with this assessment and bring about changes in instruction.

It was felt that there are different standards and expectations in place for college-bound students in certain curriculum areas (especially in math) than in the application classes. The Visiting Team recommends the school review the appropriateness of expectations and strategies for all learners.

c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Roy High School has a variety of instructional support systems in place to support the student learning. The school has implemented the EO hour on Wednesday to provide opportunities for students to meet with teachers for tutoring, instruction, and curriculum make-up privileges. Many students felt that teachers were available and willing to assist on a one-on-one basis throughout the day. The

Visiting Team recommends the school evaluate the EO opportunity for students to encourage a larger number of students to participate.

The school also offers developmental classes to provide extra support for students' learning in ESL classes, Read 180, and Unfolding Success. PM School provides instruction in core class areas for students not currently enrolled in the regular program. There are also opportunities provided for expanded and challenging curriculum, including AP classes, concurrent enrollment, EDNET, and magnet instruction.

Quality Assessment Systems:

a)   *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Roy High School utilizes the results from state and national testing to help place students in classes that will meet their instructional needs. In addition, teachers make recommendations based on ongoing formal and informal classroom assessments to recommend students who might participate in the reading program. However, it was noted through the school's focus group assessment that there is an ongoing need to improve in this area. As part of its action plan, Roy High School is instigating several things to address this. First, departments are meeting twice a month in professional learning communities during Early Opportunity (EO) time to fine-tune their curricula and develop departmental assessments that are aligned with the core. During the 2006-2007 school year, teachers will focus on *Understanding by Design* during faculty and departmental meetings to continue their understanding of assessment-based instructional practices. In the fall of 2006, faculty members will attend workshops on how to develop performance assessments of the desired results for student learning.

The Visiting Team commends Roy High School for implementing an organizational structure that allows time for departments and faculty members to study best practices and find ways to implement them into their curricula. The Visiting Team encourages Roy High School to continue this effort, especially as it relates to extending understanding of assessment *for* learning rather than the traditional assessment *of* learning. Many of the action plan goals and steps appear to be behavior-related rather than learning-centered. As the faculty and staff work together on refining their understanding of assessment-based instruction and learning, they can develop a shared vision of successful student learning by developing models, rubrics, and exemplars so teachers, students, and parents know what good performance looks like.

b)   *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

At Roy High School, most assessments are directly linked to specific instructional uses that promote student achievement and continuous improvement. The school has identified some of the information needed for guided decision making. The Language Arts Department uses assessment to place students in reading programs and CTE classes. The Math Department is also working with the rest of the school and within their cone to refine their curriculum and create instruments for proper placement in math classes.

The Visiting Team encourages Roy High School to continue working in its professional learning communities to refine assessment practices to more directly tie all assessment to standards and learning-based outcomes, in order to assure that the results are consistent with the purpose of the assessment. The Visiting Team further encourages Roy High School to continue to collect and examine data, and use this to drive decisions and develop future action plans.

c)   *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Teachers at Roy High School have developed clear disclosure statements and lesson plans, which state their objectives based on standards. They report that from their study, teachers are using a variety of assessment practices and choose the assessment depending on what is most appropriate for their objective. In examining student assessments, they appeared to be fair assessments of student learning.

However, one of the biggest concerns that arose from the Quality Assessment Systems focus group was the rapidly growing ESL population of the school, and they wonder how best to prepare the faculty to support these students in both instruction and assessment. Teachers realize that this trend will only continue in the years ahead, and they are concerned that those students receive a fair and equitable education. Currently the ESL class is small, but there are more and more students who are not enrolled in ESL classes, yet come from families who speak languages other than English in the home. Many of these students are struggling in school and do not do well on the standardized tests, negatively affecting AYP results. Many of these same students do not take advantage of the EO study hall time with their teachers.

While the Visiting Team commends Roy High School for developing this time for student learning support, the Visiting Team encourages the school to look for ways to reach out to those struggling students and their parents in order to narrow student achievement gaps.

Leadership for School Improvement:

a)   *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Roy High School has established an academic learning climate in which teaching and learning are supported. Individual classrooms and some departments have established clear and consistent goals and benchmarks for student achievement. Many students are recognized for their achievement and accomplishments. The school has also implemented a school patron recognition programs which strengthens the commitment and connection between school and home.

b)   *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The school is emerging in its capacity to collect and analyze student performance data effectively. Currently, core and competency exams are the extent to which common assessments are being utilized and examined by teachers and administrators. The accreditation process has helped refine Roy High School's mission and goals, and thus facilitated greater alignment in decision making by leadership. Instructional best practices are currently being studied by teachers during regularly scheduled collaboration time. Faculty members share their implementation efforts by department in faculty meetings.

c)   *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

As stated above, the school is emerging in its capacity to collect and analyze student performance data effectively. The school identified the need to take additional steps in developing a comprehensive assessment system for all subject areas and not rely primarily on state-developed core and competency exams. The Visiting Team advised the school to also begin to develop an assessment system for the school's DRSLs.

d)   *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school leadership has developed partnerships and policies that enhance the physical safety and learning environment of the school. The city police and fire departments work closely with the school to conduct training, make classroom presentations, and be visible in positive ways around students and parents. Teachers and counselors have been trained to identify and refer incidents of potential danger or distraction from the school's learning environment.

e)   *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Allocation and use of resources are aligned with the school's goals and stewardship, and involvement is skillfully shared between school and community. The school leadership is said to be approachable for requests for distribution of resources of money, time, or support to student-centered initiatives.

f)   *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Roy High School leadership utilizes collaborative processes to generate "grassroots" involvement and input on improvement efforts. Teachers expressed a high level of satisfaction with the empowerment of teachers, students, and parents regarding the responsibility of student learning. This is highly evident in the school's mission and belief statements, which guide the school's leadership in making decisions. Roy High's leadership is to be commended for the climate of comfort and excellence it has set in place and works hard to maintain.

Community Building:

a)   *To what extent does the school foster community building and working relationships within the school?*

Roy High School has a very strong community network of support, as was very evident from the activities of the PTSA and Community Council. The parents who are active in those groups seem to associate a great amount of loyalty and pride with Roy High School.

The students feel this same sense of pride and loyalty. It appears that Roy High School has chosen parents with key or strategic positions in both local and state governments to serve on various committees and focus groups. This will help move Roy High School ahead in getting the school's needs met.

There is some concern about involving the parents who are not readily available or attending school activities. There is no plan in place as to how to get them involved.

There is clearly a positive working relationship among the administration, teachers and students. Students feel a strong sense of belonging at Roy High School. They feel that teachers care about them and are there to help them. Students really appreciate the administration, especially the principal.

b)   *To what extent does the school extend the school community through collaborative networks that support student learning?*

Roy High School's "cone" approach is a very positive way to align curricula K-12. Teachers reported that the Math Department has completed this K-12 alignment. The community support shown as attendance of all school activities—whether UHSAA, fine arts, or vocational programs—is great. It is very clear that there are strong partnerships with local and state government leaders as well as business leaders.

Culture of Continuous Improvement and Learning:

a)   *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Roy High School has a number of key components in place to promote a culture of school improvement. The teachers comment on the willingness of the administration to let them attend opportunities for professional development. If a teacher attends professional development, he or she is expected to return to the faculty and share what they have learned.

The implementation of the EO hour shows a culture supportive of professional development and collaboration. The staff is starting to study common research-based books such as *Understanding by Design*, *Best Practices*, and *Professional Learning Communities*.

b)   *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team commends Roy High School for creating conditions that support continuous improvement. There have been great strides made in the areas of reading the current research and collaboration within and between departments. As these efforts continue, the Visiting Team recommends that stakeholders consider the design and utilization of student data instruments to further align instruction with desired student learning outcomes. It is evident that the school administration supports teachers' desires to improve their classroom strategies within their content areas.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Roy High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs, and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school. The method of evaluation of school improvement goals is emerging.

Standard VII – Preparation of Personnel

This standard is **not** met. Eight teachers do not meet professional preparation or are not in compliance with the licensing requirements of the state of Utah and proper endorsements for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Roy High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is **not** met. The total number of students instructed by four teachers in any one grading period exceeds numbers (210) set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Roy High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a)   *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

In the school's explanation of the development of the action plan it states, "Our Action Plan addresses each of the three target area goals for student learning identified as priorities by our school improvement plan: Effective Communication, Lifelong Learning, and Responsible Citizenship." Therefore, there doesn't appear to be complete alignment between the critical areas identified in the school profile with the action plans. Some survey data supports aspects of the action plans regarding student behavior. The school is emerging in its ability

to create specific action plans to address the school's critical areas. There is an emphasis on reading and math in the action plans that comes directly from the school profile.

b)   *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The action plans have been designed by teacher leaders and collaborative efforts, and appear to have a great deal of school-wide commitment to their completion. The administration has the attention and respect, as well as the collaborative systems, in place for the implementation of the action plans.

c)   *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

Roy High School is beginning to implement the SMART goal model for developing timelines, indicators, and follow-up processes for monitoring the accomplishments of the school-wide action plans.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Buy-in and support for the mission, beliefs, and desired results for student learning is very high at Roy High School. The process of re-evaluating and a renewed emphasis on vision appear to have energized the school's stakeholders. Parents, students, and staff members alike felt that their input and feelings were sincerely regarded in the self-study process.

- The Roy High School educational community works effectively, as a cohesive unit, to set a consistent vision and expectation of student behavior and learning (DRSLs). This community includes parents, city agencies, employers, and pre- and post-secondary educational institutions. The community and school culture share a strong sense loyalty and commitment to student success.

- The Roy High School community recognizes the value of collaboration and professional development time for educators. Currently, Wednesday and Thursday mornings are utilized for student support time and professional development. Professional development time is utilized in faculty meeting and department settings, and has facilitated faculty members' studying and sharing best practices.

- School improvement and reflective stewardship are embedded in the processes and values of the Roy High School stakeholders. The accreditation process has opened channels of communication and possibilities for professional growth that will be a springboard for further organizational and departmental development.

<u>Recommendations:</u>

- The Visiting Team recommends that Roy High School continue to build networks of shared vision and expectations with neighboring and other educational entities, which could include curriculum mapping and alignment of benchmarks and standards.

- An ongoing study and review of the school profile will strengthen the alignment between the school's critical needs and the strategic school-wide goals and action plan. The Visiting Team recommends continual evaluation of these goals and action plans to ensure their clarity, attainability, measurability, priority, etc.

- The Visiting Team recommends that the school build capacity to work effectively with assessment and student performance data. Consider the appropriateness and power of survey perception data, diagnostic assessments before the Core or Competency Exams, and utilization of rubrics and authentic assessment to ensure and measure student learning of desired outcomes (DRSLs) not currently examined by current state or national exams.